

# ***Building Bridges***

## ***An Institute on Building Culturally Sensitive Collaboration***



### ***4<sup>th</sup> Annual Conference***

## ***Intellectual and Developmental Disabilities in Racially, Ethnically, and Linguistically Diverse Communities***

***October 16, 2014***

***St. James Episcopal Church—Michaux House***

***1133 W. Franklin***

***Richmond, VA 23220***

### **Keynote Speaker – Dr. Rooshey Hasnain**

As a visiting clinical assistant professor and researcher with the Department of Disability and Human Development (DHD) and the Asian American Studies Program (ASAM) at the University of Illinois at Chicago (UIC), Dr. Hasnain is dedicated to understanding the lives, challenges, and strengths of people with disabilities and mental health issues, especially refugees and immigrants. Currently she directs the ASAM Community Engagement Project, funded by the U.S. Department of Education's Asian American Native American Pacific Islander-Serving Institutions, which aims to build community-university partnerships on issue-based initiatives and innovative coursework. She is also the principal investigator of the Asians with Disabilities Outreach Project Think-Tank (ADOPT), a state-funded systems-change initiative that seeks to address the employment gap among Asians with disabilities through an innovative combination of outreach strategies.

Dr. Hasnain's work consistently focuses on bridging the service gap between U.S. disability service systems and hard-to-reach disabled people and their families. Her work on capacity-building research initiatives aims at developing community-centered advocacy, leadership, and quality-of-life outcomes. After completing her doctorate at Boston University and spending some time at the Institute for Community Inclusion (ICI), affiliated with the University of Massachusetts Boston and Children's Hospital, she moved to Chicago. In 2009, she completed a two-year postdoctoral research fellowship with UIC's DHD's Center for Capacity Building on Minorities with Disabilities Research and UIC's Department of Occupational Therapy. Her interdisciplinary background embraces special education, community psychology, rehabilitation counseling, and disability studies, with specific training and expertise in community-based participatory research methods and research design.

In addition to her work at UIC and in local communities, Dr. Hasnain has been part of the Association of University Centers network for about twenty years, working with three of the University Centers of Excellence in Developmental Disabilities (UCEDD) across three different states. In all these roles, she

has initiated new research and service delivery models with both local and global partners. Her constant goal is to minimize cultural barriers and strengthen policies and practices that protect ethnically and linguistically diverse families who are caring for a member with a disability. Her ongoing teaching and research agendas aim to understand these risk and protective factors as well as the role that cultural brokering can play in addressing them. Dr. Hasnain's focus stems from her work with collaborations, partnerships, mentors, and peers throughout her education and career. She serves on various boards, committees, and panels and has published articles, book chapters, and reports on disability issues that link to her cross-cultural and interdisciplinary work across the life span.

### **Bridge Session Descriptions**

#### **Community Outreach and Collaboration**

*This session will be a facilitated discussion about outreach and community engagement in effort to improve inclusive community outreach tactics. The following objectives will be met:*

- *An affirmation that we are in this together!*
- *Exploration of our leadership capacity*
- *An understanding of Self Advocacy*
- *Recognition of the importance of building partnerships*
- *Introduction of the Community Engagement Model:*
  - *Assessment*
  - *Building Relationships*
  - *Communication*

**Katherine W. Lawson**, a native of Richmond Virginia attended the University of Richmond and Virginia Commonwealth University attaining her Bachelors of Science in Psychology and her Masters in Public Administration. She has had a career which spans several agencies in the Secretariat of Health and Human Resources in Virginia; spending the last twelve in systemic transformation to improve community integrated living for all. She currently works for the **Virginia Board for People with Disabilities**.

**Mauretta Copeland** resides in Chesterfield, along with her family. She has a daughter with a developmental disability. Mauretta works at **VCU's Partnership for People with Disabilities** where she collaborates with families in navigating the various systems while parents become better equipped with the necessary tools to advocate for their children. She also assists in training professionals to work with families of kids with disabilities and/or special health care needs.

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#### **Language and Communications**

*In order to improve language services in the disability sector, states and localities must establish inter- and intra-departmental leadership in language services, implement system-wide initiatives to permit the sharing and authentication of language resources, and engage in experimentation to refine methodologies and develop model practices. This session will focus on providing an overview of the concepts related to increasing access to effective communication for individuals with disabilities. Federal laws require that organizations receiving federal funding make provisions to ensure effective communication for individual with language barriers and research has demonstrated that there is a*

*direct connection between effective communication and the delivery of more efficient and effective services for individuals and families with language barriers. One important way to address legal and quality issues of language barriers is to understand the challenges and opportunities that exist in your area and committing to embedding and sustaining language access throughout your agency through a systematic planning process. In this workshop, participants will:*

- will explore the various aspects of language services*
- be introduced to a template that can be used for language access planning in their organization.*
- brainstorm resources that can be used in their areas for community support for language access.*

**Cecily Rodriguez** has been developing, implementing, and evaluating programs and services that seek to reduce service delivery barriers for immigrants and refugees for more than twenty years. In her role as the Director of the Office of Cultural and Linguistic Competence at the **Virginia Department of Behavioral Health and Developmental Disabilities**, she supports statewide policy development and system training on cultural competence, health equity, and language access services. She is a member of the National Faculty of the Kaiser Permanente National Diversity Qualified Bilingual Staff Program, a facilitator for the National Hispanic/Latino ATTC, a QPR Suicide Prevention Trainer, and a Qualified Administrator of the Intercultural Development Inventory. She has a Certificate in the Bridging the Gap - Health and Community Interpreter Training Program and was included in the U.S. Department of Labor's Limited English Proficient Peer Expert Directory. She has a Masters degree in Public Administration from Virginia Tech.

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### ***Practice and Service Design***

*This session will focus on how agencies' services should be tailored and delivered to meet the particular needs and experiences of diverse communities. Gone are the "one size fits all" approaches. With an understanding that person-centered planning is at the core of service delivery and that cultural competency cannot occur in pockets in the organization, but that it must permeate the entire organization, participants in this session will:*

- look at whether their organization's core values and services are compatible with changing demographics*
- be introduced to a sample linguistic competence assessment*
- brainstorm ecological approaches to service design and delivery*

**Dana Yarbrough** is a community supports specialist at the **Partnership for People with Disabilities**, Virginia's University Center for Excellence in Developmental Disabilities located at VCU. One of Dana's role is to direct a cultural broker initiative through the Partnership's Center for Family Involvement. Dana holds a bachelors degree in criminal justice, a masters degree in non-profit leadership, and a masters degree in special education secondary transition. Dana is also the mother of Brooke, her 20 year old daughter, who despite significant physical, intellectual, and sensory disabilities owns her own dog boarding business.

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### ***Training and Workforce Development***

*Organizations have a "culture" of policies, procedures, programs, and processes, and they incorporate certain written and unwritten values, beliefs, assumptions, and customs into their operations. Organizational cultures largely echo mainstream culture in its sense of time orientation, perception, and use of time. An organizational culture may not always lend itself to cultural competence; this is where cross cultural skill building comes in. Participants will explore strategies to promote and assist with cross cultural skills development across the organization. This session will:*

- *Identifying and evaluating cultural competence training needs and topics*
- *How to leverage community resources to build skills and abilities*
- *How to sustain a training program*
- *Gather information regarding current organizational training practices for culturally competence services.*

**Allyson Coleman** manages Organization Development and Training for the City of **Alexandria's Department of Community and Human Services (DCHS)** overseeing strategic and change management, intercultural and leadership development and performance management efforts. Allyson chairs the DCHS Cultural and Linguistic Competence Committee (CLCC) and Adaptive Leadership Round Table (ALRT) and provides consultation to the department's Change Agent Team. Prior to this, Allyson worked for 8 years as the Director of Intellectual Disabilities Residential Services overseeing management of group homes and apartments serving adults with intellectual disabilities in the City of Alexandria. Along with her team, Allyson led the effort to transform ID Residential Services through implementation of Person Centered Thinking and Planning practices resulting in residents experiencing increased self-determination, self-sufficiency, empowerment and satisfaction. Allyson spearheaded ID Services employee development and training efforts which led to the establishment of a structured, competency based training and development plan that includes a four-week on boarding program and annual person centered trainings.

**Yvonne Russell** has worked in the field of Community Behavioral Health and Developmental Services in the public sector in Virginia and for a private non-profit organization in New York. She is the Manager of the Quality Assurance Division at **Henrico Area Mental Health & Developmental Services, HAMHDS**. Yvonne serves as the Human Rights Coordinator, and the Compliance Officer for HAMHDS. Her career includes managing residential, case management and housing services. Yvonne is also a Behavioral Health Administrative Surveyor for the Commission on Accreditation of Rehabilitation Facilities, CARF. Yvonne holds a Masters of Arts in Organizational Management from the University of Phoenix and holds a Bachelors Degree in Psychology from Howard University. She is also a member of the DBHDS's Cultural Competency Steering Committee and HAMHDS' Cultural Competency Committee.



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